En Route Learnings	Teach To The Objective	Monitor Learner Progress
5.3B Can the learner demonstrate non-symmetrical shapes while in personal space?	Same general considerations as above. Non-symmetrical is when body parts do not "show" the same pose or shape in the left-right plane.	
Move into a non-symmetrical shape and hold a pose my signal.	Have the learners, in personal space, define the concept of non-symmetry - body parts on opposite sides doing different things.	Does the learner demonstrate non-symmetrical poses four out of five trials?
Show me three different non-symmetrical poses which show a change in use of body parts, level, and extension.	Vary non-symmetrical poses by changing: - Use of body parts - Level - Extension - Shape - Direction - Base of Support	Do the learner's poses show changes in the use of body parts, levels, extensions, directions and base of support?
5.3C Can the learner combine symmetrical non-symmetrical shapes while traveling?	Same general consideration as the above.	
Change poses from one to another symmetrical, non-symmetrical fast, slow.	Use percussion instrument to cue changes, then allow learner to pace own changes. Make sure arms and legs are working together doing same actions at same time.	Does the learner demonstrate the ability to change poses from symmetrical (or vice versa) in two out of three situations?
Combine symmetrical and non-symmetrical, shapes while using personal and general space.	Make sure arms and legs are working in opposition. Travel in ways other than just on feet.	Does the learner demonstrate the ability to change from one shape to the other while traveling in two out of three situations?
Design a movement sequence using symmetrical and non-symmetrical shapes in personal and general space.	Design sequence for learners at first - symmetrical pose, symmetrical travel action, non-symmetrical pose, non-symmetrical travel action and symmetrical pose. Then allow learners to design own sequence.	Does the learner's sequence show alternation from symmetrical shape to asymmetical shape, and continuous change.

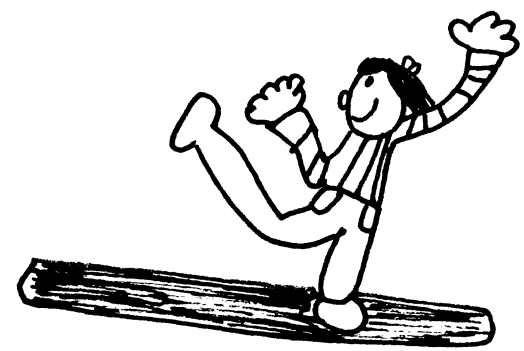
Grade Level: Fifth

Concept/Activity: Educational Dance and Rhythms (Awareness of Flow and Space Qualities)

Objectives: The learner will be able to demonstrate the ability to combine the movement of qualities of flow with weight, time and space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
5.4 Can the learner combine the movement qualities of flow with weight, time and space?		
Choose one quality of weight, time or space and develop a short movement sentence in which you explore these combined and contrasting qualities with flow.	Learners should explore combinations and contrasts of qualities listed below in terms of actions of body parts, total body actions (locomotor and non-locomotor) and/or work with a partner/small group. Flow/weight qualities: - Bound and firm - tight, tense, strong and restricted. - Bound and light - delicate, dabbing but tight movement. - Free and firm - strong swinging, flailing, swishing.	Does the learner exhibit a variety of actions with body parts and total body movements? Do the learners contrasts of weight (firm, light) combine with contrasts of flow (bound, free) in two out of three situations?
Choose two qualities of weight, time or space and develop a movement sequence in which you explore these combined and contrasting qualities with flow.	- Free and light - flying, fluttering, buoyant. Flow/time qualities: - Bound and sudden - quick, light, jerky. - Free and sudden - bouncy, rebounding. - Bound and sustained - stalking, wringing slow motion. - Free and sustained - lazy, ongoing, wandering, floating, endless.	Do the learner contrasts of time combine with contrasts of flow in two out of three situations?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Flow/space qualities: - Bound and direct - linear, restricted, tight, charging. - Bound and flexible - restricted, twisting, turning, screwing.	Do the learners' contrasts of space combine with contrasts of flow in two out of three situations?
	Learners can be helped to understand these actions by selecting feelings, actions, stimuli and images that help them to move in that way. Wringing out of wet towel for for bound/firm/flexible; bouncy like a spring for free/ sudden; punching like a boxer for free/direct are some examples. Do not, however, get caught up in the stimuli, pantomime or imagery because it is the quality you are attemping to combine.	Do partners/small group movements complement, mirror, and contrast each other? Does the learner demonstrate smooth transitions?



Grade Level: Fifth

Concept/Activity: Folk Dance

Objectives: The learner will be able to:

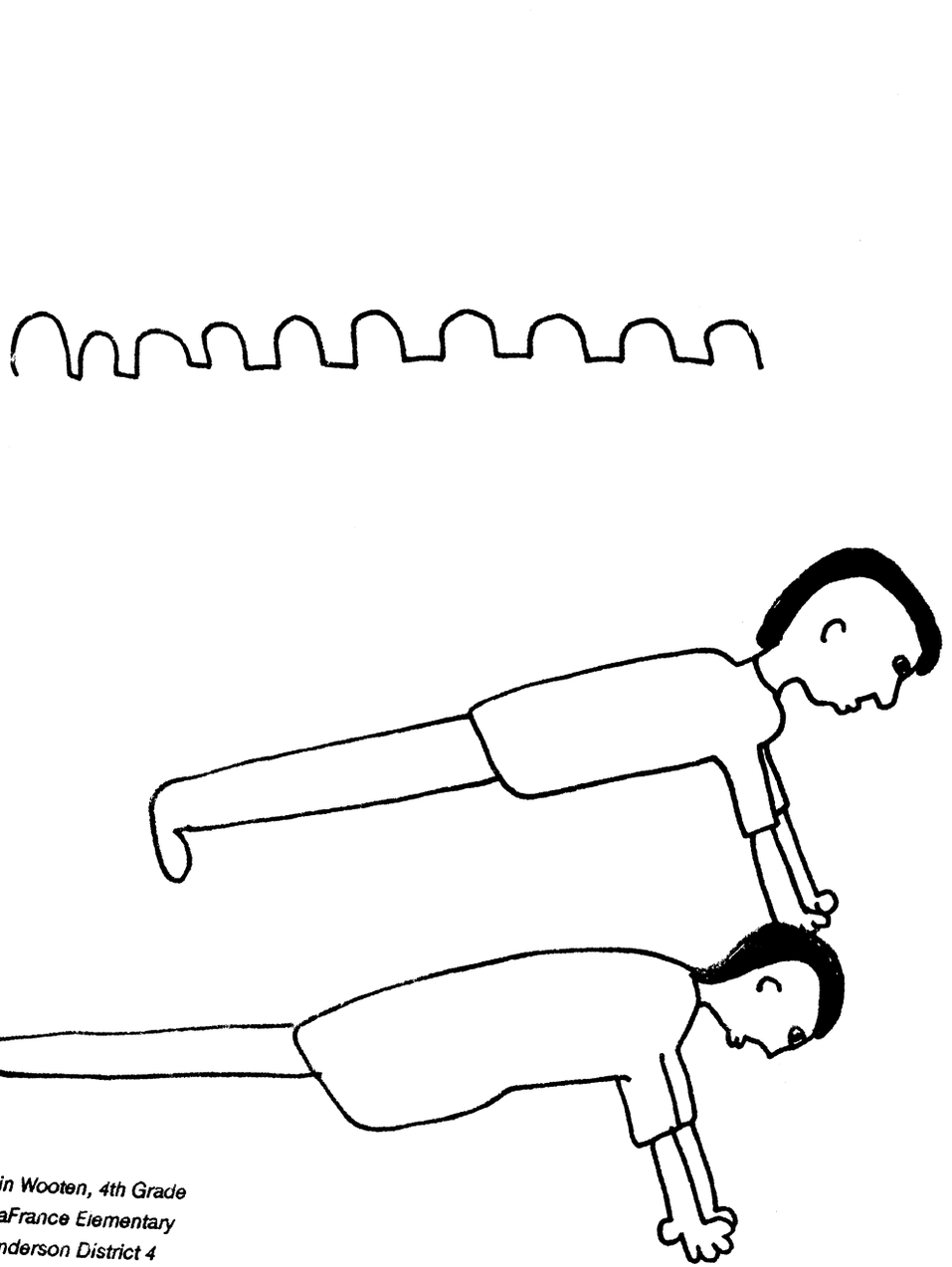
D.5.5. Demonstrate skill in combining walking steps with complex patterns of partner and group interactions to perform introductions, trims and endings for circle and square.

D.5.6. Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a circle formation.

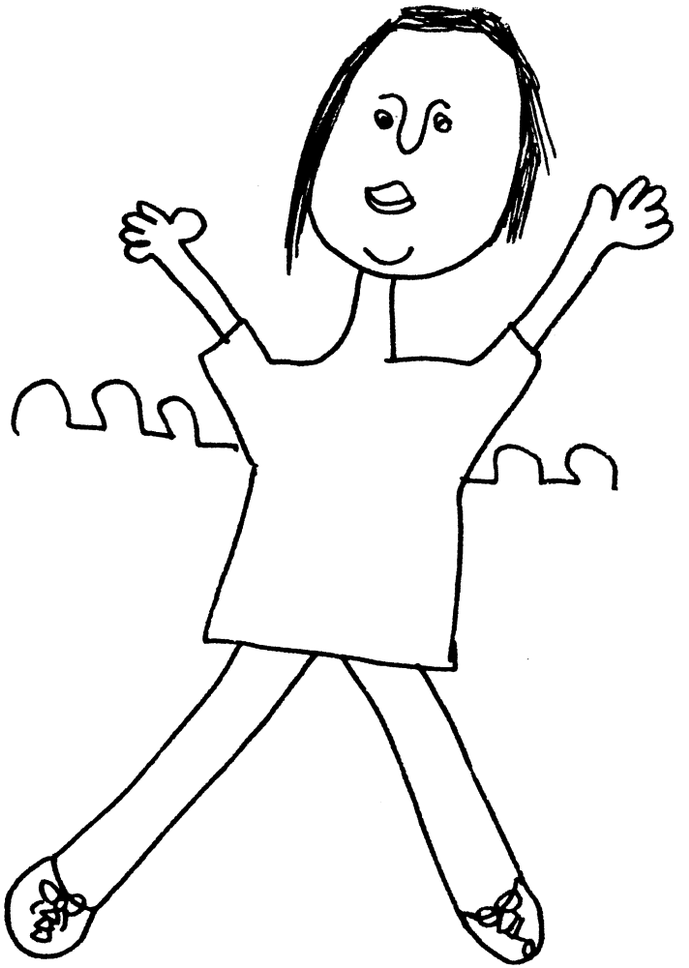
En Route Learnings	Teach To The Objective	Monitor Learner Progress
5.5 **Can the learner combine walking steps with complex patterns of interaction with a partner/ group in a circle and line formation.**	Select a dance with new patterns of interaction to combine with previously established steps and patterns. Focus on this objective in circle and line formation. Specific examples of dances are listed within this objective / en route learning. Those are patterns for big circle dances.	
Choose a partner and move into formation quickly.	Use a grand march to get partner and move into a circle or square. Change partners frequently.	
Perform new pattern without music.	Teach without music. Demonstrate with group. Add music after pattern is taught. Add patterns together - move from simple to complex ones.	Does the learner perform the dance steps correctly without music in three out of four trials?
Perform new pattern to music without errors.	Give vocal cues for each pattern. Leave ample time for learners to complete pattern at first, then establish regular rhythm of execution on 8, 16, or 32 beats. Monitor mistakes - if learners make errors have them go to home positions to wait for next call.	Does the learner stay in step with the music three out of four trials?
Put a sequence of patterns together without errors.	Repeat pattern in which learners make errors often until they learn pattern.	Does the learner demonstrate the ability to repeat the dance sequence correctly four out of five trials?

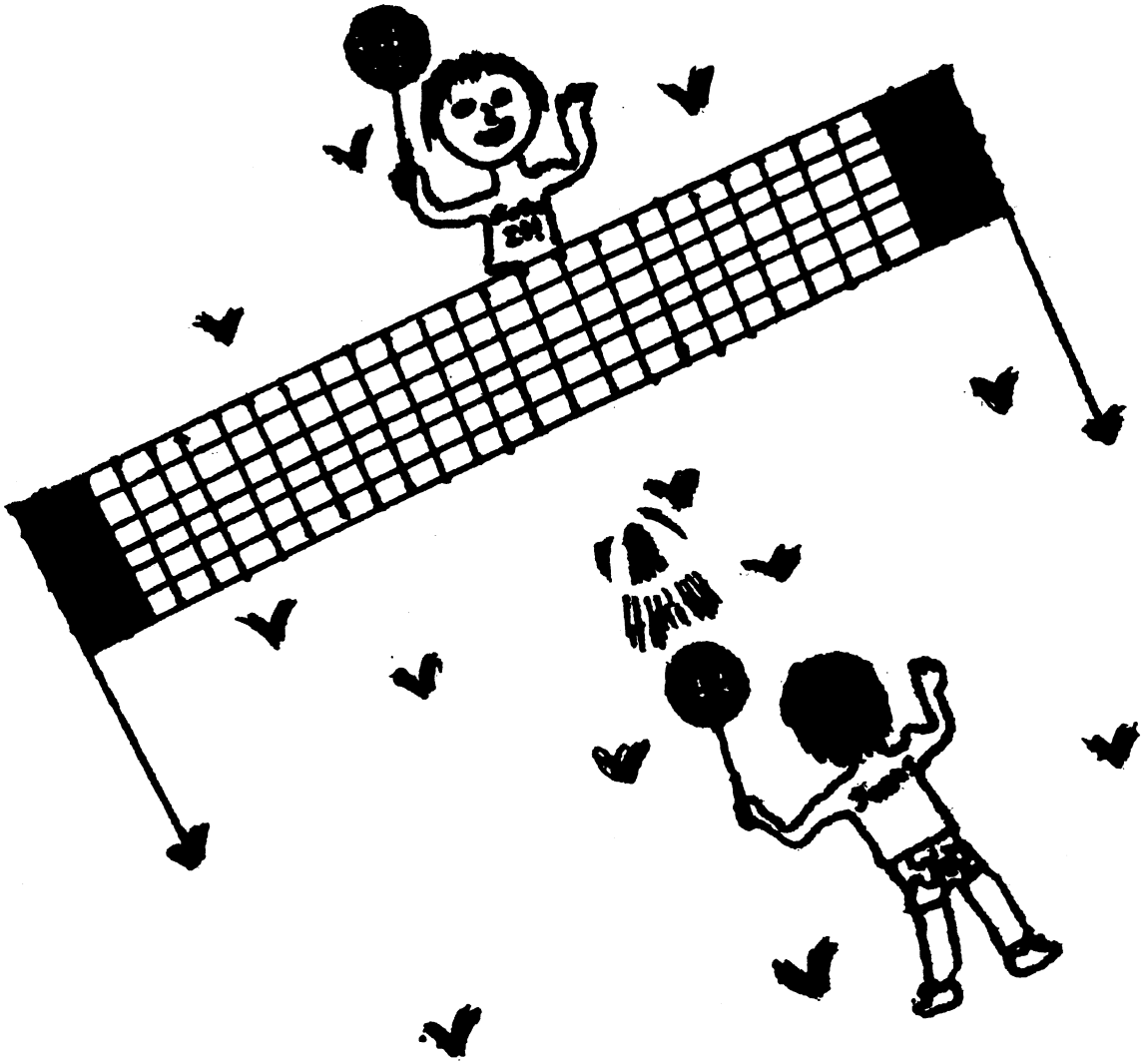
En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Combine new patterns with familiar old patterns. Allemande Circle R Circle L Ladies to Center Gents to Center Promenade Swing - partner, corner Ladies Turn Back Queen's Highway Gents Turn Back King's Highway Do si do	
5.6 Can the learner demonstrate skill in combining walking steps with complex patterns of interaction with partner and group in a circle folk dance formation?		
Find a partner, raise hand if odd couple, even couple.	Help students learn that odd couples move clockwise and and counterclockwise when finding new couples.	Do the learners know the roles of odd or travelling couple and even or home couple?
Perform introductions, big circle figures and endings to a record without error.	Before moving to any new material go over several big circle figures in review.	Do learners remember previously learned material after brief review?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Perform each small circle figure learned without error.	Demonstrate small circle figure with one minor set. Have all minor sets walk three figure without music. Increase speed, put call to music. Practice several times. Demonstrate, do without music, then with music.	Do partners and corners execute movements accurately in three out of five trials?
	Combine small circle figure with simple introduction, trims at first; Then make more complicated vocal directions clear - have 2 or 3 cue words to signal each small circle figure. If learners make an error, have them return to home position. Call minor sets taught in order first.	Do partners keep step to the music in three out of four trials?
Perform a complete dance with introductions, trims, small circle figures and ending to an instrumental record.	Then scramble the order so learners cannot anticipate. Teachers will need to call these big circle dances and scramble the order of patterns.	Do learners know each pattern?
	Mix several small circle figures with introductions, trims and endings. Odd couple out. Texas Star Star Basket Take a Little Peek Birdie in Cage Duck for Oyster Chase That Rabbit Ladies Chain	Do the learners demonstrate smooth transitions from one minor set to another?



Lin Wooten, 4th Grade
LaFrance Elementary
Anderson District 4





Bo Butler, 6th Grade
Mountainview Elementary
Greenville School District

Grade/Level: Sixth

Concept/Activity: Educational Gymnastics - Body Management (for school that have small equipment but not Olympic gymnastics equipment).

Objectives:1 The learner will be able to:

BM.6.1. Develop proficiency in flight activities involving take-offs and landings on the feet with and without equipment.

BM.6.2. Develop sequences of movement that combine:

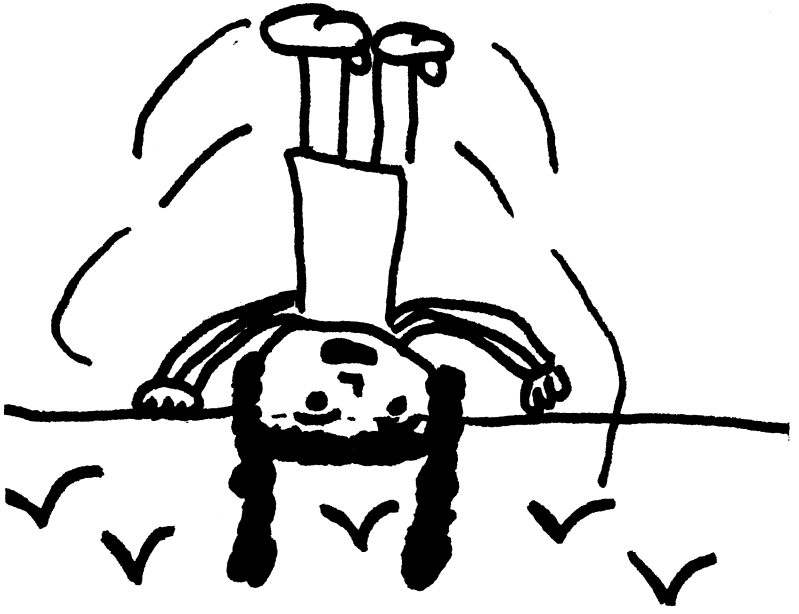
A. flight
B. combination of stretching and curling actions
C. changes in pathway and direction
D. changes in speed

Note: Previous work should be reviewed and refined before introducing new material.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1 Can the learner project the body into the air using different take-off and landing pattern?	Review basic patterns of take-off and landings. a. one foot to one foot. b. one foot to two feet. c. two feet to two feet.	Does the learner collect and release energy with total body action?
	Focus students on: a. the downward thrust of the preparation. b. the upward thrust of take-off. c. the suspension in space. d. the use of the arms in a quick full thrust.	Does the learner use the different patterns in a smooth fashion?
	e. the reaching out of the body to land and the gradual giving from the parts receiving the landing to the participation of the whole body in the giving action.	Does the learner use the hip flexors, ankles and arms to create the explosive part of the action?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Take a few steps and then take-off on two feet and land on two feet (slowly).	The transfer of weight from the walk to the take-off should be continuous. Focus on height and resiliency in in the landing process.	
Walk into a one to two take-off landing pattern with emphasis on vertical height; with emphasis on distance:	Stress height and distance.	
a) increase speed moving into the jump. b) use the one to two feet jump to move over low equipment. c) use the one to two foot jump to land on top of vaulting equipment.	Throughout all focus on force production and extension into the air.	
Use a one to one foot jumping and landing pattern (hop or leap) to get a moment of flight over equipment. Emphasize both height as well as and distance.	Push the learners to get as much flight as they can even when only using one to one foot transfers of weight.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1A Can the learner land and rebound from the landing?	The idea here is rebounding ability - which is the ability to convert momentum coming into the landing into a vertical jump. The progression goes from simple to complex.	Does the learner rebound from a landing with a tension that produces a spring-like motion?
Use one to two foot take-off and rebound from the landing.	Do not permit work to be out of control. This is commomly referred to as a <u>hurdle</u> jump. It is often used in manipulative sports.	Does the learner show full extension in flight from the rebound?
Use a one to two foot take-off to mount a vaulting piece of equipment and rebound from the top of the equipment.	The idea here is that the learner should project the body into the air with the hurdle, and immediately rebound off the top of the equipment into the air.	
6.1B Can the learner rebound off vaulting equipment into in the air?	Landing from these experiences can involve complete stillness or absorbing the landing into a rolling action.	
Use the rebound to move the body into a shape in the air (stretched, curled, wide, other).		
Use the rebound to move into a turn (or rotation) in flight.		



En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1C Use a take-off on the feet to project the body into flight and a landing using the hands to receive landing into a rolling action?	Students must have the arm strength to absorb and gradually reduce momentum first with the arms and then through a rolling action. None of this work should be attempted if previous work on hands and rolling has not been fully developed.	Does the learner achieve a moment of flight? Does the learner reach with the hands and gradually absorb the force of the movement through a controlled rolling action using adjacent parts of the body?
Increase the flight time from a standing jump from feet to hands.		
Use several steps to to move into a one to two foot take-off onto the hands.	The hands reach out to land. The arms gradually reduce the force. The head tucks and the momentum is carried out into a rolling action over each part of the back sequentially.	
Come off equipment onto the hands with increasing flight time.		
6.1D Can the learner come onto the hands in flight in preparation for wheeling and springing actions. - from a mat. - from low equipment. - from vaulting equipment.	Running cartwheels and hand springs as well as the variation of these actions are appropriate here as learners are ready. Prerequisites of all of these moves must be met. Beginning attempts should be spotted until learners feel secure with the action. Check textbook for specific criteria for these actions and teach for refinement in simple condition before adding increased speed and height.	Does the learner achieve flight onto the hands? Does the learner rebound from the hands to safely convert momentum into a springing or wheeling action?

In the transition from body management or educational gymnastics to olympic gymnastics the focus is primarily on introducing students to the olympic events and apparatus while retaining the same basic movement principles they have been developing throughout the earlier years in body management.

Most of the Olympic gymnastics events require the acquisition of specific closed skills, however, these events depend on prior experiences in learning to control one's body in space. The major gymnastics concepts to develop, refine and perform are: (1) flexibility; (2) strength; (3) moving from balance to imbalance and vice-versa; (4) rotational movements; (5) inverted movements; (6) combinations of the above on land, in the air or on apparatus. Mastery of these closed skills is evidenced by continuous sequences or routines. Therefore, a major focus of the unit is to get students to master isolated skills through multiple repetitions and then to combine the moves in short sequences. The gymnastics unit requires careful consideration of both safety and proper progression. Learners will often need many repetitions of a skill before preceding to the next skill. The basic progression of specific gymnastics skills is contained in most elementary physical education texts, the United State Gymnastics Safety Association Handbook, and in the high school adopted text (PEH 178-197). All of these sources will be helpful. The unit should help students understand that the specific skills of the sport involve the basic categories of gymnastics movement (i.e., vaulting, swinging, rotation).

Good floor (mat) work or tumbling is a prerequisite to the transfer of many skills from the mats to apparatus. For example, if the student has not mastered rotational concepts on the mat (kinesthetic awareness and control), it is difficult to transfer to apparatus or air flight. The same is true if the student lacks strength or flexibility. Therefore, the gymnastics unit may need some individualization for students who lack strength, flexibility or are overweight.

Spotting is used to facilitate kinesthetic awareness of new moves and also as a precaution. As new specific skills are taught, the spotting should be taught at the same time.

Students also need to learn to be responsible for each other's safety. Some considerations for organizing the instructional unit are:

(1) Provide a review or introduction to specific strength, flexibility and tumbling/balance skill and then add multiple events as the unit precedes. Add one event or gymnastics concept and the related specific skills at one time. Set up stations to facilitate objectives.

(2) Relate or translate mat work to the event. Always teach the general and specific spotting for events or specific skills. Continue mat work while you rotate students in an out of events.

(3) Require proper safety precautions and attitude toward safety and spotting. Insure the use of sufficient equipment, mats or crash pads. Each station or event should have mats, plus a single mat beside the equipment for partner work on static or isolated skills (i.e., handstands) that require numerous repetitions. This practice area beside an event allows for ample practice and reduces waiting. Set time limits for apparatus time so repetitions are faster.

(4) Provide visual aids everywhere. (Use pictures, written descriptions, loop tapes). In this way, students can be more self directed in choosing and learning skills (for example: 3 pictures of different rotational movements on parallel bars.)

(5) If space or equipment requires reducing events, try to include at least the floor exercise, vaulting, and bars (horizontal is best). Other events are a bonus, but use the same concepts.

(6) Consider teaching segments of the current beginning national compulsory routines (USGFG). Relate specific skills to basic gymnastics concepts.

Grade/Level: Sixth/Secondary

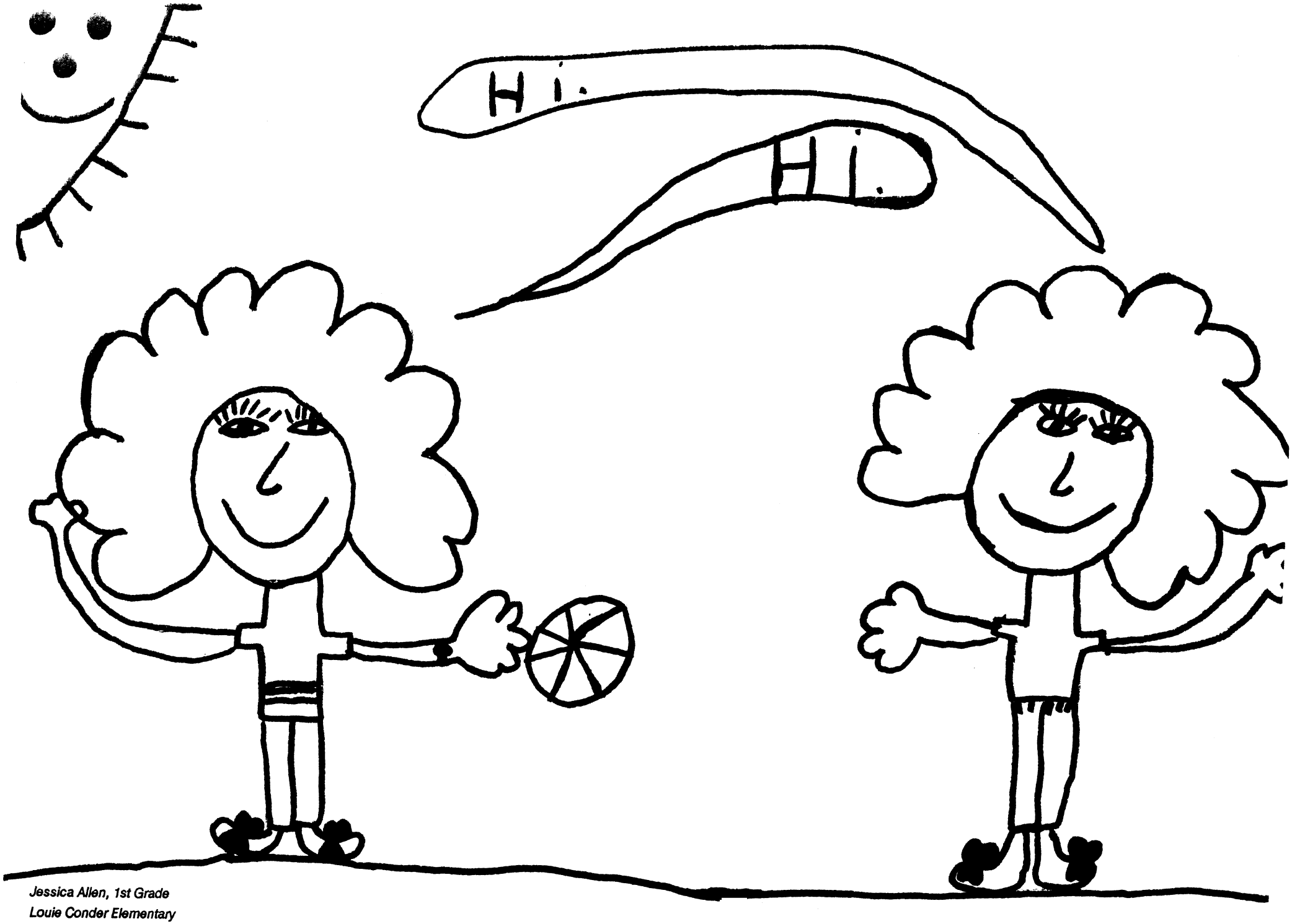
Concept/Activity: - Olympic Gymnastics I

Objective: The learner will be able to:

1. Demonstrate an understanding and progressively increased ability to perform at least one static flexibility and/or strength move and show all the basic body positions (tuck, pike, straddle, and layout) both on the mats and as they transfer to the apparatus.
2. Develop and perform a movement sequence for floor exercise which shows a change of level and includes each of the following three skills: one rotational movement, one inverted position and one strength/flexibility or balance movement.
3. Perform three different vaults or jumps from height or assisted by a reuther board, springboard, or minitrap which demonstrate the ability to assume some of the standard body positions in the air (a kinesthetic sense or air orientation) i.e., tuck, pike, straddle, 1/2 turn long axis, etc.
4. Using any bar (or swinging apparatus) demonstrate the ability to make a half turn at the moment of weightlessness from a hanging, swinging position.
5. Using any bar (swinging apparatus) develop a combination with a mount, a support movement, a swinging or rotational movement, and a dismount.
6. Using ropes or rings support or hold the body weight (could be inverted) for at least 10 seconds and/or perform a rotational move.
7. Select either a beam or the side horse and perform a leg cutting motion as well as two other movements which require transfer of body weight from one body to another.
8. Select and perform five of the ten static or isolated gymnastics moves which can aid attainment of body control and are transferable to apparatus events. (i.e., handstand combinations, bridges, splits, presses, leg cuts,L-seats, planches, etc.)

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
1.1 **Can the learner demonstrate specific body positions that are used in mat work and on the apparatus event?** (e.g. tuck, pike). Demonstrate lay-out on back, straight stretch tight body.	The focus in these early learning experiences is a common understanding of terminology which forms a basic of all basic gymnastics works. It is also a time to discuss the value of gymnastics for a total physical education program (kinesthetic awareness, strength, flexibility, control and fear conquering). Discuss the advantages of gymnastics for the small, light strong, flexible person; but how the sport allows improvement for all at their own level. Learners should be aware that the prerequisite for skill acquisition are often strength and flexibility. (Teachers may want learners to preassess themselves so they can self	Does the learner perform... ...lay-out position? ...a tuck position? ...a straddle position? ...a pike position

En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1E Can the learner sequence actions with and without equipment using flight at some point in the action?	These experiences should focus on what proceeds and what follows an action requiring flight. The emphasis is on logical moves from one to the other and continuity. Have the learner experience arresting the momentum of flight (stopping the action or slowing it down following flight), a s well as using the momentum of flight into another actions. Develop a sequence of at least three actions that includes flight somewhere in your sequence.	Does the learner maintain continuity moving into and out of actions involving flight? Does the learner select moves that build momentum coming into flight or reduce momentum moving out of flight when appropriate?
6.2 Can the learner sequence actions using changes in speed, pathway and direction?	Equipment should encourage changes in pathway and direction direction as well as space between pieces to begin building up speed. Time needs to be allowed for exploring, selecting and refining sequences. This is the a culmination of a lot of work. Design learning experience that utilize different equipment arrangement as well as those that give the learner the opportunity to put together their own arrangement of equipment.	Does the learner sequence actions to create interesting and dynamic sequences using changes in speed, pathway and direction?



Jessica Allen, 1st Grade
Louie Conder Elementary
Richalnd District 2

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
	Can you do a lay-out on other body surfaces? tuck. pike (open and closed). straddle.	evaluate their own skill development in relation to their strength and flexibility. Early orientation to positions can help learners understand about degree of difficulty in gymnastics skill. For example, discussing the relationship between speed and the length of the radius of rotation (use the ice skating spins as an example) may help them to understand why moves are considered more difficulty in lay-out than in pike or tuck. Work for early transfer by letting learners be aware that the same body positions are used on all events and often in inverted position.	Does the learner perform the straddle and/or pike showing sufficient flexibility for subsequent use in gymnastics?
1.2	**Can the learner identify which basic body position require flexibility and/or strength?** Assume body positions on different surfaces. Discuss flexibility/ strength. Discuss need for flexibility in specific skills in gymnastics. Perform leg straddle pike stretches/ quad stretches. Discuss need for strength.	The purpose of this objective is for learners to understand why flexibility and strength are necessary to keep safe in gymnastics. Learners can assess their strong and weak areas and can use their strengths and understand their limits, while working toward improving both. The teacher can select the exercise of his/her choice. However, the need for shoulder flexibility for handstands is so paramount that it should be a focus. Work for 180 degrees line in shoulder, especially in inversion. Bridges can be used for both back and shoulder flexibility.	Does the learner perform the required flexibility warm-ups prior to participation? Does the learner know why these warm-ups are needed to improve gymnastics skill?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
-Arm strength and shoulder a. 5-10 pushups. b. wheel barrows (5 steps). c. planches. -Abdominal curls a. partial situps. b. On back-lift hips in tuck. c. On upper back - lift legs to inverted and then over to shoulders. d. L-seats.	Being able to hold one's own body weight in gymnastics is very important to skill progression. Inadequate upper body strength limits one's ability in gymnastics. Although gymnastics helps develop this strength, a short unit often cannot meet this need. Learners will need help to focus their warmups on developing strength. It's hard work, but it will improve.	Does the learner perform sufficient upper body and abdominal exercises to increase his/her strengths to support body weight?
-Back rocker (tuck straddle) to feet.	The back rocker provides orientation to the second half of any roll. From the rolling position it takes flexibility/strength to get to the feet. (rock on the back) Assure students it will be easier with speed and rolling momentum. Have student focus on keeping tight (upper torso to legs, pike position) for ease of skill. Explain why flexibility is needed.	Does the learner do a back rocker to tuck position on the feet?
-Jump from tuck position on knees to stand.		Does the learner have enough balance and transfer skill to jump to feet?
1.3 **Can the learner demonstrate a tuck, pike and straddle roll and variations of body position while performing a forward rotation and forward roll sequences?**	Model for the learners the contrast between a strength forward roll (when learner uses the leg power to raise the center of gravity over the hips to roll) and a flexibility forward roll (when the learner stands and bends over in pike position so that the center of gravity is already almost over the base of support to roll). During all rolls have learners focus on keeping abdominals tight and the position of their legs and feet when they are inverted. Trying many variations will help this.	Does the learner perform a controlled forward rotation to the feet?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
-Lay on the back, grab knees, rock, roll to feet. -Tuck rolls (feet to feet). -Standing Pike to tuck rolls (stand). -Combinations of the above. -Lying on back in pike, rock on upswing, straddle and come to straddle stand. -Straddle rolls. -Stride rolls, coming up on one foot or to split or knee. -Develop a sequence of rolls showing at least two different body positions.	In straddle rolls particularly, have learners focus on not opening up (keeping upper torso close to tights). The importance of pike flexibility in coming to straddle stand (especially if you lack straddle flexibility). Try enough variations so learners don't get bored with rolls. Add scales to beginning, splits to the end - full turns - jump turns. Have them develop two roll sequences and share ideas, try each other's ideas. Critique each other's flow variations.	Does the learner perform a sequence with two variations of a forward roll that flows together? Does the learner perform a sequence with two variations of a forward roll that flows together?
1.4 Can the learner demonstrate body position variations while performing a back rotation or back roll sequence?		

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
-Back shoulder rolls. -Vary the beginning and ending of the shoulder roll, also the position of the legs. -Back straddle roll. -Back tucks or pikes. -Combinations and variations of the above.	Back roll sequence is harder because one must go over the head. It is also more difficult because the timing of arm push must be coordinated to getting over the head. It is an uphill roll; whereas forward rolls are downhill. Variations help repetition. But it is good to remind learners that gymnastics is a sport for "motor morons" people who like to do things many many times until they know they look and feel good to them.	Does the learner perform two variations of backward rolls in a flowing sequence?
1.5 Can the learner perform a sequence with a forward or backward rotational movement and a static flexibility or strength balance move?		Does the learner perform either a compulsory sequence of forward/ backward rolls and a balance/ strength/flexibility move or does the learner demonstrate one they have developed themselves?
-Provide two examples and let learners choose one of the two or develop their own.	Ex. Scale, stride - pike forward roll to two feet, second roll begins in tuck goes to straddle, then to straddle stand.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
1.6 **Can the learner demonstrate tuck, pike and straddle while performing a headstand?** -Tripods. -Squat (tuck) headstands to tuck held over center of gravity. -Straddle. -Pike (hardiest due to legs being at right angles to body and hips).	The headstand balance is not nearly as important an objective as gaining an inverted orientation to the tuck, pike, straddle and layout. The position of getting the center of gravity (hips) over the head while controlling the legs in tuck, pike and straddle is a helpful prerequisite to performing these skills with the handstand and later on in a variety of events. In the early orientation, have a spotter place the knee against the back and align the hips, guiding the leg action by verbal feedback or manual assistance. As the learners progress, they can move to the balance. Practice and control going both up and down is essential, and helpful to the abdominal control they will continually need in gymnastics. Have them focus on keeping the stomach tight.	Does the learner demonstrate knowledge of where his body parts are in relation to each other when inverted?
-Choose the body position they want to move to balance. -Once in balance try to assume a stride and return to balance.	Teachers may want to intersperse head balances and rolls to have half the group do rolls the other half balances. One does not have to precede the other.	Does the learner demonstrate the ability to show several basic body positions in assuming a headstand balance (an inverted position)?
2.1 **Can the learner perform three rotational movements?**	Rotational movements form one of the basis of all gymnastics movements. Learners need to understand that rotation can occur around three different axes. The focus of this objective is greater kinesthetic awareness.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Tranverse rotations -rolls - forward back. -Forward and backward and variations. *Talk about handstand forward roll and somies walkovers, etc.	Learners may not be ready to do some of the transverse axis rotations, but it is good to stimulate their goals by showing them and trying the ones suitable for them in terms of their abilities sometime during the unit.	Does the learner perform a transverse rotational gymnastics skill?
Longitudinal rotations -Size rolls. -Log rolls. -1/2 turn and full turn in air (jump turns). -Pivot turns. -One leg turns - pirouette. -Swing turns. -Wolf turns (Russian turns). -Tour jite.	Twisting movements require the body to move as one unit. This requires much body control and practice. The skills listed here provide an array of longitudinal rotations that can be used for floor and beam sequences and are also transferred to the apparatus events both directly and indirectly.	Does the learner perform a longitudinal axis rotation on the ground and in the air?
Medial rotations -Egg rolls (tuck or straddle). -Baby cartwheels. -Cartwheels.	There are few medial rotations. The cartwheel is the best example, but most students can do egg rolls. Teach the egg roll directly, if students can do cartwheels they may do so. It is best however, to teach handstands prior to cartwheels.	Does the learner perform a medial rotation?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
2.2 **Can the learner perform an inverted movement? (Cartwheel or handstand combinations variations.)**	The core of much gymnastics work is the handstand movement. It is done on every piece of apparatus except side horse, and it is crucial. Gymnasts spend hours and years becoming proficient at this move. It is dependent on supporting one's body weight, control, and upside-down awareness. A key to good balance is flexibility in the shoulder joint, tight abdominals and stretch (stretch as tall as you can).	
Review handstand.	The handstand can be taught with spotters if students have not learned to accept body weight in inverted position. When teaching handstands, it is always better to under balance until learners are comfortable on their hands. have them learn the escapes at the same time they learn handstand, particularly the cartwheel out which occurs as a result of pushing harder off one hand and shoulder and making a quarter turn. Initially learners tend to pick up the hand rather than pushing off of it.	
Teach handstand.		
Handstand variations and escape.		
	In the early stages of learning have the learners place the hands on the floor and then kick up. This allows them to become more consistent in knowing how much force (drive) from the legs to use. Have learners focus on getting the hips up first. By the end of the unit they should be able to go from a scale to the handstand without breaking body line in waist or shoulder.	
Cartwheels.	After handstand, teach side handstand or the first half of the cartwheel. At the same time you can begin work on "baby cartwheels" so they begin to get the feel and orientation of the cartwheel rhythm. Side hand (1) start from a lunge position on preferred side. (2) kick and push to get hips over hands. The side handstand is harder than a cartwheel, but often help provide orientation for learners who have difficulty. Teach the spotting as you teach the skill. Students get stronger from spotting too.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Jump or Press Handstand.	For most students the jump press straddle handstand is the easiest. The hips are higher to begin with and this makes the move easier. After they are comfortable with the orientation and have good body control and never unlock the elbows in handstand you can have them practice on the wall. Learners can do 3 to 5 jump presses daily - both taking legs up and controlling them down. They should keep a neutral head position. The leg action is the same as the headstand. Eventually as learners get stronger in lower back and abdominals they will be able to press (lift) the legs and not have to jump.	Does the learner perform an exact inverted balance position (i.e., handstand or cartwheel) and show flow and control by returning safely to the feet in three out of five trials?
Handstand Forward rolls.	Try the presses in tucks and pikes as well. Move to handstand forward roll and variations as learners are ready.	
2.3 **Can the learner perform one flexibility, strength or balance movement?**	The flexibility, strength and balance movements suggested are the same static or isolated gymnastics skills presented in Objective 8. A few of these skills should be taught each lesson as part of warm-ups or as individuals are ready. Since they can be practiced in isolation to gain body and management skills they are to be continually practiced in partners when learners are waiting for apparatus or at other times. The most important one to be stressed is control of the handstand. Challenge the class to see how many students in the class can get to perform three second handstands. Form the "I am all right, the world's upside down" club--for those who balance for three seconds. Post names on board. Use whatever motivational methods that help to get students practicing handstands - an average of 15 tries per class would not be too many. Waiting in line should be replaced by practicing handstands during this unit.	
-Any of the following static moves can be practiced on a single mat.		
Split		
Straddle stand		
Handstand and variations -)		
Handstand pirouettes (1/2)		

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
	Jump or press handstands L or V seat holds Planches Scales Russian leg cuts Leaps showing amplitude flexibility		
2.4	**Can the learner create a continuous floor pass sequence which includes a rotation, an inverted position and a strength, flexibility or balance move?**	The focus of this experience is combining and sequencing skills. Learners vary in their willingness to create their own sequence, however it is better if you help them problem solve. First decide what skills they can do, then how will they combine them. Creating the sequence allows them to capitalize on their strengths and avoid weaknesses while still requiring the acquisition of basic gymnastics concepts. For example, scale (handstand) forward roll in stride position to one leg directly to cartwheel - glissade (slides) to a full turn back roll (to split, leg cuts).	Does the learner show good control and technique of each of the individual moves?
	Teach one simple compulsory pass which combines the above (40' long).		Does the learner create and perform a continuous pass including a rotation, inverted position, and static strength, flexibility or balance position?
	Create and practice their own sequence.		Does it show good transistion?
	When sequence shows flow, teach it to another student.	Sharing in partners or small groups is a good activity providing variety in moves and leadership skills.	Does it have a beginning and end?
	Try adapting a sequence to flow to a specified piece of music.	Music may allow learners to feel less self conscious. It may help by providing an outside timing or locus of control. The musical phrase should be selected by the teacher in early learning stages - it should be constant or repetitious so learners can repeat the sequence again and again. It should also provide variety in tempo (slow and fast) and be soothing enough so that a whole class can tolerate it for several weeks.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
3.1 **Can the learner demonstrate the basic body positions in the air?** From a jump height (4 ft.) assume tuck, pike, straddle and land in control. Using an assisted jump (from reuther board, spring board, etc.) Practice takeoff. Practice hurdles onto board. Take-off and straight (jump). 1/2 turn long axis full. Tuck, pike, straddle, stag positions in air.	The focus in this objective is to get learners to be able to perform the basic body positions in the air. The experiences improve their kinesthetic awareness. The jumps listed are often performed as beginning dismounts from the beam or off the vaulting box. Control in air and on landing is essential. These basic jumps can be taught on a trampoline, as well. Heavy students may find learning them on the tramp is much easier. If the trampoline is used wisely for only the basic jump, it is an asset rather than a liability to improved gymnastics skills. Your district policy and own comfort with the apparatus will be the deciding factors. Take-offs vary with the type of equipment. Help learners focus on how to use the take-off board and why. Hurdles for reuther boards are very different than spring boards, diving boards or mini tramps. Hurdles are learned in conjunction with the jumps. Learning to hurdle correctly onto the board and take-off into air to land on a mat often takes many repetitions. Once the arms, legs and hurdle and take-off are mastered, learners can practice the basic jumps into the air. Design a game or cooperative partner activity to stimulate practice of a simple but vital basic gymnastics skill, the hurdle, take-off and basic jumps in the air.	Does the learner assume three different basic body positions in the air from a jump? Does the learner perform a hurdle and take-off from the board? Does the learner perform three different jumps from the board?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Standing on the board, do a standing vault. Teach spotting. Vault to knees (courage vault review tuck jump to feet on floor.) Vault to feet (tuck) stand and practice air orientation jumps (tuck, pike, stag, etc.) Standing squat through. Jump from board to straddle on - (teach spotting).	Placing an obstacle in the pathway of a learner usually causes regression. Therefore have the board close to horse and practice standing vaults so that learners know the obstacles are not really obstacles. Learners should focus on pushing down on the horse and allowing legs to get into correct basic body positions. Teach basic spotting for all vaults as well as vaults that require specific spotting. Catching feet and toes while vaulting is a common accident so spotters should be alert. If a 12" crash pad is available use it behind the horse.	Does the learner vault onto the side horse? Does the learner jump into the air from the side horse and assume a tuck/pike/straddle? Does the learner perform a standing squat through?
3.2 **Can the learner perform three of the basic vaults from a board to a controlled landing?** -Squat (tuck). -Flank. -Wolf (1 leg squat, 1 leg straddle). -Straddle. -Rear.	Have learners focus on both body position and "blocking". Learners should have minimal time contact with the horse, fast on-fast off. After the block, have learners focus on assuming the body position and then stretching before landing. Land in control.	Does the learner "block" from the horse so the the body rises off the vaulting horse? Does the learner perform three of the basic vaults correctly?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
3.3 **Can the learner perform a face vault which shows a degree of pre-flight extention?** Without horse have learners practice getting hands up early and "hollow-out" position with spotters. Same onto a crash pad, hollow-out and squeeze gluteals to raise legs, then land on crash pad in side handstand and fall-out/or go to feet. Try onto side horse spotters in pre-flight position.	Allow learners who have comfortable mastery of their vaults to begin to explore pre-flight position. Since the run, take-off angle and pre-flight position determine what happens to the rest of the vault. Learners need constant repetition of the pre-flight phase. Learners will usually enjoy practicing this stretch in air position before hand contact on a four foot crash pad. Do not teach this activity to the entire class, but when 4 or 5 are ready, do provide the individualization for them to work on it, while others work at mastering the beginning vaults. Throughout the learning of pre-flight provide spotters so learners learn to reach over the heads of spotters to the mats. Continue to increase the length between reuther board and crash pad as learners get more proficient. Provide models, film loops, etc. to help learners understand the objective.	Does the learner perform a face vault... ...without pre-flight? ...with some degree of pre-flight?
4.1 **Can the learner jump to a bar and underswing (back and forth)?** -In layout position -In layout (legs tucked). Try an underswing in straddle (piked at waist).	The focus of these learning experiences is to reacquaint students to their earlier hanging and swinging which was done on playground equipment or monkey bars. It is also to help them have kinesthetic awareness on events with bars on which the predominate movements are swinging in and out of balance with control. Swinging will also increase upper body strength. For safety, all rings should be removed, other jewelry too. Chalk may need to be used on the hands to keep from slipping. A smaller bar the diameter of a horizontal bar is easiest at first, although a single parallel bar will work.	Does the learner perform an underswinging from hang in two of the three positions for 5 - 10 seconds or at least three swings of the pendulum arc?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
-Try an underswing in pike position. On P bars can the learner swing from the shoulders in one unit?		Does the learner swing for 5-10 seconds?
4.2 **Can the learner swing in an inverted position?** Skin the cat to an upside down position. Balance the pendulum. Swing in the tuck position. Swing in an upside down pike position.	Inverted swings have little real swing but learners should feel the pressure moving from heels of hands toward fingers. Focus on gaining balance in a tuck or pike position then create a small swing movement. Learners Learners should concentrate on good control.	Does the learner move from a hang swing to an inverted swing in balance?
4.3 **Can the learner perform a beat swing in layout?** Gain momentum by piking and hyper-extending. Release the bar safety at the top of the upswing.	In this experience learners develop the ability to create and control the swing. They learn how to work with the bar and their body to release on either end of the upswing. Usually learners prefer to release on the forward swing but some prefer the back swing. Practice both under-swinging and feeling swing for it will be essential for more complex movement like uprises and kips. Make a point of positive feedback within the simple skills. Control and confidence are essential to succeed in the gymnastics progression.	Does the learner release the bar at the top of the upswing and land in control?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
On P bars, can the learner swing in support from the shoulders and on upswing, swing the legs over the bar and dismount. Make a series of half turns. Try the same movement with the legs tucked. Try the same in pike or straddle. After turn, change the second hand. Use any body position to swing and turn.	Have learners practice 1/2 turns until each turns increase the momentum and swing - a very free swing. Have learners try to figure out what motions increase the swing and what movements decrease it. Discuss again the length of the radius of rotation and ratings of degree of difficulty in gymnastics. Work toward perfection on these simple skills.	Does the learner make a half turn at the moment of weightlessness for at least three consecutive half turns?
4.5 Can the learner place the soles of the feet on the bar and swing? (optional) After first hand has changed direction, change the other hand.	This objective allows for individualization for students who seem to have swinging in good control. It is not a requirement of the learning objective, but allows for more advanced students to continue in progression. Emphasize early for learners to take gymnastics skill progression at own pace, based on natural ability, prerequisite strength, flexibility and past experience.	Does the learner swing in an inverted sole circle for at least two swings? Does the learner swing in an inverted sole circle and make a half turn to glide - (L pike swing)?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
5.1 **Can the learner select and perform a beginning mount on the bars.** Provide two or three choices depending on the kind of bars available. Jump to hang. Jump to support. Jump to swing. Jump to swing, straddle over. Cast to swing.	Establish the requirement for mounts and dismounts on all gymnastics events and the knowledge that penalties are incurred for ommission. Model some examples appropriate to the bar, or provide other kinds of visual examples. Gymnasts, divers, karate, etc. (any sport with judges) always address them, stand poised for a few seconds and then mount or begin routine.	Does the learner perform an attention position and then perform a simple mount?
5.2 **Can the learner select a way to get to support, if appropriate as a beginning skills on the event?** Layout front support. Stride supports. Rear supports. Straddle supports.	If the event is unevens or parallel bars then support movement would be appropriate for a beginner. Rings have an unstable base and it may not be appropriate for a beginner to support, unless the rings are lowered. Horizontal bar supports are seldom seen, except preceding beginning moves. However for a horizontal bar, or one bar of the unevens it is appropriate to lower bar to get support in order to practice beginning rotational movements (i.e., kick over, roll-overs, in control, hip circles, knee and stride circles with leg protected).	Does the learner perform a support position using correct technique?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
5.3 **Can the learner perform a rotational movement on the bar?**	Swinging and rotation are the key components of bar work, and rings. Have learners master control of simple rotations back and forward with control and from support and/or hang under bar or apparatus. Kick over and pull over should proceed other circles.	
<u>Transverse axis</u> from front support roll over the bar (forward roll). From standing or hanging, skin the cat. Hang in pike over the bar like a dead fish and roll up into support. Kick over a bar or pullup over a bar. Knee circles. Mill circles (stride). Back Hip circles Front Hip circle	Although the knee and mill circles are the simpler circles, it is important that students have leg protection if possible. No learner likes to repeat movements that cause pain for many times. Back hip circles are easy to spot and most learners can get them with assistance. Have students focus on keeping the bar tight to the body on most circling (rotational movements) especially on the upswing when they are working against gravity. On the downswing they will want to increase speed and force by lengthening the body and working with gravity.	Does the learner perform at least one rotational movement on the transverse axis while working on or below the bar?
<u>Longitudinal Axis</u> 1/2 turn on the longitudinal axis any position.	Longitudinal turns have been covered separately in the previous objective. (Objective 4)	Does the learner perform a rotational movement on or from the bar?
<u>Medial axis</u> turn around one arm as focus in straddle, stride straddle. or try inverted.	Rotating around the medial axis is not specifically important in most bar events, however, experience with trying movements increases kinesthesis.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
5.4 **Can the learner select and perform a simple dismount?** Provide 3-5 examples. From support: jump off (in varying body position or 1/4 turn.) Forward roll off. Cast off to a stand. Flank vault off. From hanging: underswing off (1/2 turn in varying positions. Skin the cat off. Sole circle off.	Model several choices of simple dismounts. Allow learners to try them and then select one to perfect. Dismounts require controlled landings and learners should understand that criteria is true in all gymnastics events. The samples suggested here are only a very few and learners can create their own.	Does the learner perform a dismount to a controlled landing and attention position?
5.5 **Can the learner select and perform a short sequence on the bar that includes a mount, support (if appropriate) rotational or swinging movement and a dismount?** Practice the sequence. Work on transistions and have a partner critique.	Sequences should vary with the individual's strength and ability level. Try to emphasize doing what one chooses well. The importance objective here is combining moves, not the difficulty of the moves. If learners have difficulty with sequences problem solve with them in small groups. Select the moves and see if you can get them to combine well, adapt and change the moves or order in sequence. Have one partner teach sequence to another partner, if possible. There can and will be great variety in sequences. If learners are not ready to advance to creating; have them choose between this optional kind of exercise and a compulsory sequence. Explain why both are required of good gymnasts. How short a sequence can one make? how long?	Does the learner perform an optional sequence including a mount, support, rotational movement and dismount?

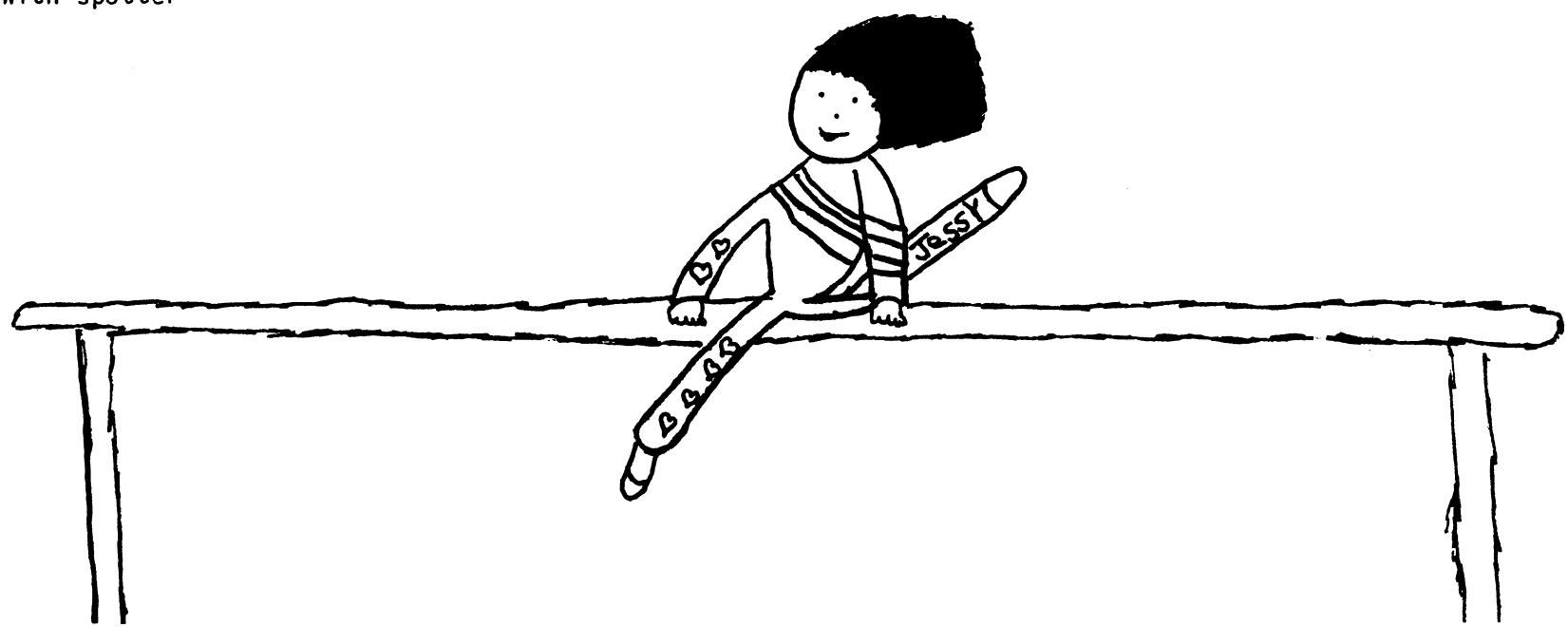
En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Try to get continuity and flow. Do what you do with amplitude and flair.		Does the learner perform a compulsory or optional sequence with continuity and flow?
6.1 Can the learner support or hold his/her body weight on an unstable base (like ropes or rings) for 10 sec.? On ropes, can the learner climb hand-over-hand for 3 to 5 times or ten seconds?	The focus of these learning experiences is both to increase strength and to adjust to unstable bases for support and swings. Rings is the event which requires the greatest strength, but also requires swing and press to inverted handstand. Learners should know event requirements so they gain some sense of how complex and difficult some gymnastics events can be. Rope activities provide variety to gymnastics events and can also aid in orientation. They were once a gymnastic meet event, but now serve mainly as a source of increasing upper body strength and providing kinesthetic awareness.	
Hold body in inverted position (tuck or layout) for five seconds. Hold weight in both inverted and regular straddle position.	Stress control and holding body line in all movements.	Does the learner support or hold the body weight in any position for ten seconds on the rope or ring?
On ring, jump to support. Using false grip, muscle up to support position hang in layout, tuck, pike inverted position.	The muscle up technique is aided by a false grip (PEH 187). In early experiences lower the rings and place a crash pad below the rings. Have student lifted or stand on chair to get to support. Holding the support on an unstable base is necessary before a muscle up. Learners should keep elbows in and press hands and rings to their side.	Does the learner show a support position on the rings, if rings are available? Does the learner support or hold the body in any position for 10 seconds on the rope or ring?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
6.2 **Can the learner perform a rotational movement above or below the ring, or while holding the rope(s)?**	Rotation on rings and ropes are similar to other events. Learners focus on control and body management as on other events. The one difference is the unstable (swinging) nature of the apparatus, otherwise learners should find success at rotation activities with only minor adjustments from other prices of apparatus.	
Skin the cat and return.		
Try rotation in all body position.		
Show control and slow movement.		
In rotation, try to balance and change from one body position to another.		
7.1 **Can the learner perform a leg cutting motion on side horse (PEH 185) or on the beam or another event?**	Transfer or shift of body weight on the hands is common to gymnastics. The single leg cut can be done from support or from hang depending on the apparatus. Sometimes leg cuts and return of hand create fear. The leg cut on the horse is fairly easy and less threatening, than single or double leg cuts above and below the parallel bar, horizontal or unevens and rings.	Does the learner perform a single leg cut in two out of three trials?
Swing over and around end of horse or beam - straddle around hands.		
In support (or from stand) legs below arms, shift weight to hand on opposite side of cut, remove other hand as you swing or cut leg over. Replace hand.	Side horse cuts improves abdominal strength, balance and rhythm.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
7.2 **Can the learner perform two additional skills on the side horse or beam to make a sequence on the event (PEH 185, 194)?**	Focus should be on creating a sequence, emphasize transferring from other events skills that learners may have previously done on floor to beam, while learning the unique pommel horse skills. Of all the events side horse is least like any of the others; it requires little daring, but much persistence.	
All the skills learned on the floor can be done on the beam.		
Provide sample mounts and dismounts. (a) straddle, leg-cuts on side or end. (b) vaulting mounts. (c) dismount jumps using the standard basic body position in air.	In balance beam if students feel unable to create a one pass (on trip down the beam and turn) provide a simple compulsory or use the most basic USFG compulsory or choose one pass. If mats are placed well and students are doing skills within their ability range, little spotting should be required on beam. Provide lines and low beams for practice of passes.	Does the learner perform a three skill sequence with fluidity on the side horse? or does the learner perform a one pass routine sequence on the beam including a mount, turn, dismount and locomotor moves showing weight transfer?
Review longitudinal turns for beam.	See objective 2.1 for some turns.	
Choose two locomotor moves for beam.	Examples includes: walks, runs, dip-steps, step-hops and skips as well as dance combinations.	
Side horse progression can be very tedious (PEH 185-186).	Any three move sequence will demonstrate a minimal proficiency on the event. Spotting is usually not necessary on side horse.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Leg cuts (rhythmical). Full leg circle. 1/2 scissors. Flank dismount.		
8.1 **Can the learner perform five out of ten basic static or isolated gymnastics skills?** 1. Straddle stand, or sit (closing head to legs.) 2. Bridges. 3. Side splits - both legs or pike position head to knees. 4. Russian leg cuts - a sequence of three leg cuts and three full circles. 5. False planche - to planche (held three seconds). 6. Raised L or V seat (held three seconds).	These gymnastics skills can be practiced on single mats set up to reduce lines and improve practice time at each event. The skills can be introduced two at a time. Each class or student can be given a handout, or have pictures on walls. Given the nature of these skills there should never be any learner standing around in gymnastics. If you have difficulty focusing learners have them record everything they do and set up participation criteria. Encourage learners to choose one skill from each of three categories: flexibility, strength, balance. Assume wolf positions (one leg squat/one leg straddle) and perform leg cut by swinging extended leg in full circle around body (medial axis) and cutting the squat leg over extended leg.	Does the learner demonstrate the ability to focus on practicing the static skills at least fifteen practice trials per lesson?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
7. Handstand - layout (held three seconds).		
8. Handstand variations of legs - stride, straddle, wolf, squat. 9. Handstand pirouette (1/4 turn to 1/2 turn). 10. Jump or press handstand (tuck or straddle) up to handstand and down in control with spotter allowed.	It is often helpful to have learners spend a few minutes thinking like judges. Have them decide what criteria would a partner use to decide whether the learner could perform the skills. For example, is it realistic for a student to do do a side split in a four week unit? Design an activity or check list where partners check each other with criteria for each skill.	Does the learner select and perform five of the ten basic static gymnastics skills?



This unit is an extention of the Body Management or Educational Gymnastics movement content. One of the things that interest learners about track an field is that each event is different. When planning for and conducting track and field activities plan for maximum participation. Avoid having learners standing, waiting and watching. Most of the events can be taught in mass drill during the early learning experiences. As mastery is obtained, the learners can practice the events in a station teaching arrangement. Learners can be grouped and rotated from station to station. The critical thing to remember is to organized the class for maximum participation with minimum waiting. Some examples of ways to increase participation are:

(1) Practice starts where learners run to a finishing line 25 feet away.

(2) All learners can practice standing long jumps and first stages of running long jumps from lines marked off on the field.

(3) Learners can be placed in rows with three to four in a row to practice hurdling. Ropes could be placed on the ground twenty feet apart (three for each row).

The instructional area must be safe for the learners to practice. The learning environment must be free of all hazardous material: rocks, glass, poles, etc. The ground should be level to avoid tripping and falling. The event areas should be clearly marked and designed in such a way that minimizes the risk of injury. For example:

(1) The softball throw and shot should be placed in an area where the throws are made away from other participants.

(2) The running long jump pit should consist of soft sand or sawdust and be large enough to accommodate the event.

(3) Hurdles should be designed to come down when learners hit them to prevent the learners from falling.

(4) Learners should wear the proper shoes and never participate in bare feet.

(5) A 220 yard track can be marked off using a straight away 99 foot long with the turns being an 84 foot radius. Al measurements are for inside lane.

Most learners will enjoy the scope and diversity of the track and field unit. Many will find an area in the unit in which they will have success. A culminating interclass track and field meet lends an individual and team competitive element to the unit that may learners will find meaningful. Incorporating Olympic history and resources from the United States Olympic Academy (USOC) in Colorado Springs, Colorado may heighten interest in this unit.

Grade/Level: Sixth

Concept/Activity: Track and Field

Objectives: The learner will be able to:

6.1. Demonstrate correct running technique when running and sprinting.
6.2. Demonstrate proper hurdle technique when running at least a flight of these hurdles.
6.3. Demonstrate a correct standing long jump four out of five trials.
6.4. Demonstrate a correct running long jump three out of five trials.
6.5. Execute the shot put correctly three out of five trials.
6.6. Throw a softball correctly for maximum distance.
6.7. Pass a baton correctly in three out of five trials and relay races.
6.8. Select and demonstrate mastery of at least one running, one jumping and one throwing event during a track and field activity.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1A Can the learner use correct sprinting techniques?	Consider teaching sprinting first because learners are usually more motivated to run fast (PEH 307).	
Run for thirty yards as fast as you can straight ahead. Body leans slightly forward. Leg movement is straight forward. Lift knees while running.	Ask the learners to run sprints for medium distances from a standing position. While they are running, focus the learners on specific body parts to improve, the running technique. All body parts must move in coordination to have efficient sprinting. All body parts must be directed in a forward direction - no side to side movement or rotating of the body. Knee lift should be vertical to the ground.	Does the learner run in a straight line? Does the learner have a slight body lean? Does the learner stretch out the stride by lifting the knees?
Swing arms straight back and forth while bent.	The arm swing must move in a forward backward direction while close to the body. Elbows should be bent between a 45 degree and 90 degree angle.	Does the armswing movement show a forward-backward motion?
6.1B Can the learner use correct technique when running beyond "sprint" distances?	Running short distances is different from sprinting. Generally the technique is similar to sprinting. The body is move relaxed and in a more upright position than sprinting.	

En Route Learnings	Teach To The Objective	Monitor Learner Progr
Run 400 meters maintaining a consistent speed - "pace yourself"? Legs move straight forward. Swing arms comfortably backward and forward.	Learners need assistance in learning how to "pace" themselves. They have tendency to start out fast, slow down, speed up and so forth. The leg and arm swing is similar to sprinting. Knees do not lift as high and arms swing downward, forward and backward.	Does the learner demonstrate the ability to pace oneself when running distances - maintaining a consistent speed? Does the armswing move forward and backward in cadence with the run?
6.1C Can the learner use correct starting techniques (PEH 307-308)?	Take time to teach the learners how to start correctly. The start includes the stance and the movement out of the "blocks" until regular sprinting form is obtained.	
Select a comfortable starting stance when in a ready position.	Learners need to select a stance that is comfortable. Teach them how to establish their hand placement correctly and let them experiment with starting line foot position.	
Hands are parallel to the starting line in the ON THE MARK position. Look at or just in front of the starting line. Keep body relaxed.	Hands should be about shoulder width apart. The leg position should feel comfortable. Ask the learners to put one knee on the ground the other knee up with foot on the ground. This up knee will be the drive leg. (Note: only change the foot-knee position if you determine later that the other leg should be the drive leg.) Head should be in a normal position with a relaxed body.	Does the learner in the ON THE MARK position demonstrate... ...correct hand position? ...legs are in a forward/backward stride position? ...a relaxed body?
Raise hips just above the shoulder on SET.	The hips are raised so the body is in a forward lean. The shoulders are slightly in front of the hands. Maintain normal head position and keep it relaxed.	Does the learner demonstrate a forward body lean with shoulder slightly in front of hands and hips slightly above shoulders?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
On GO, drive out of the blocks hard... ...swing the arms hard. ...lift the knees. Drive out at a low angle.	The starting movement must be in a forward direction. Common mistakes are: standing straight up when starting and; stepping side to side. The body should begin low and gradually rise to normal sprinting position. Leg drive should be forward. The learners can test their sprinting ability by running three to five trials of 50 yard sprints. Time and compare times of various learners. The learners can compete against each other.	Does the learner during the starting action drive out slow and gradually raise the body into a full sprint position? Does the learner drive the arms hard at the start?
6.2A Can the learner run over low hurdles (PEH 311)?	Focus in these experiences should be on hurdle technique and steps between hurdles. Begin teaching hurdling with very low hurdles and gradually increase the height as the learners show more control.	
Hurdle over the ropes laid on the ground. Extend your lead leg as you go over the hurdle.	Practice hurdling over ropes laid on the ground. The learners can each have a rope (jump rope) that they can stretch out on the ground. Modeling hurdling technique will probably be the most effective way to teach hurdling. The learners can practice over a single rope by hurdling over a rope after a short run.	Does the learner demonstrate correct hurdling form: elongated stride? straight lead leg? rotate the trail leg to the side? forward body lean as the body goes over the hurdle? quick return of feet to ground?
Bend the trail leg and rotate the knee outward as you extend the lead leg.	The learners may need to practice the trail leg movement by stepping across the hurdle. Gradually increase to a run as the learners demonstrate correct leg action.	
The body leans forward as the hurdle is cleared.	The body leans naturally while teaching correct leg action. If it does not, teach for it directly. Emphasize the need to stay low over the hurdle and to get the feet back to the ground as quickly as possible so that they can push and run.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Run over these low hurdles.	Set up three hurdles a foot high 15 to 20 feet apart. Set hurdles apart so the learner can use three or five steps between hurdles. The number of steps should always be the same between hurdles. Adjust the hurdle distance as the learners are practicing the stride steps between hurdles. Gradually move the hurdles to the standard distance.	Does the learner consistently use the same number of steps between the hurdles?
6.2B Can the learner run a flight of five hurdles?	Continue to raise the hurdles height gradually as learners gain stride control. The focus in these experiences is on developing a rhythmical/even stride.	Does the learner consistently use the same lead leg and number of steps between hurdles?
Use the same number of steps between hurdles.	The above considerations will apply to these experiences. During this time, the learner should be ready to develop a smooth running style.	Does the learner demonstrate efficient form and technique while running a flight of hurdles?
When running, the run should be smooth.	If the learner demonstrates a jumping action rather than a hurdle action, lower the hurdle. The maximum hurdle height should be no more than 32 inches. Set up several rows of hurdles with five flights to each row. The learners can race against each other or against time. Try to match ability levels.	
6.3A Can the learner execute a correct take off for the standing long jump?	All learners can practice the standing long jump at the same time. Have a jumping line for each student from which to jump.	
Jump for distance off both feet from a standing position.	Model the jumping action as you explain the take off technique. The learners should practice the arm swinging and rocking separately and simultaneously prior to practicing the jump.	Does the learner use a two foot takeoff?
Rock back and forth from heel to toe in preparing for the jump.		Does the learner use a rocking action to prepare for the takeoff?
		...does it improve his/her distance?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Swing the arms forward and up hard as you push with your legs.		
6.3B Can the learner execute correct body control while in the air and on landing?	Focus on one thing at a time when reinforcing the flight and landing. Sometimes the skills vary from learner to learner.	
Bring the feet up under the body after takeoff. Extend the legs in front to prepare for landing.	It is natural for the learner to fail to fully extend legs during takeoff while bringing the feet under the body. Monitor to insure correct "in air" orientation (tuck position).	Does the learner bring the feet up under the body during flight? Does the learner extend the legs in front to prepare for landing?
Land softly without stumbling and thrust the body forward.	The legs are extended in front of the body to prepare for the landing. The learners should land with control--no falling backwards or stumbling forward. The upper body leans forward over the feet during the landing and the arms reach forward. Have the learners take five jumps. Mark the distance beginning with the body part closest to the takeoff point. This is usually the heel of the foot. Record the learner's longest jump and use this as reference for comparing future jumps.	Does the learner land without falling backward?
6.4A Can the learner perform a correct long jumping pattern from a short slow walk/run?	There should be a standard long jump pit for safety. However during the early practice trials, learners should begin by walking or taking short runs. In this situation, mark various takoff lines or a level grassy area.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use three to five walking steps toward the takeoff line and jump into the air.	First determine the learner's takeoff leg. Then have them practice taking off on that same foot in front of the takeoff point. Learners should start with walking steps and gradually increase speed as control is demonstrated. Maintain about a five step approach until a correct takeoff flight and landing are demonstrated.	Does the learner use the strongest leg for the takeoff?
Use the legs and arms together when jumping.	The takeoff leg plants firmly in a heel-toe position. While other leg comes through naturally. The arms swing forward as the takeoff leg pushes off. The jump should be directed up as well as out (40-45 degree takeoff angle).	Does the learner have a coordinated leg and armswing for maximum distance and height during takeoff?
Reach out with arms and legs while in the air.	The stomach is thrown out at takeoff. The jumper then thrusts the arms forward, extends the legs forward and bends at the waist in preparing for landing.	Does the learner extend out with arms and legs while in the air?
Thrust the body forward during landing.	The body is thrust forward while landing to prevent the jumper from stepping or falling backwards. The momentum of the jump is usually natural.	Does the learner thrust the body forward on the landing to avoid falling backwards?
6.4B Can the learner perform the running long jump (PEH 315)?	The learners in this experience are beginning to practice a regular run which flows into the jump. Gradually increase these steps and speed. Maximum number of strides should be between 12 and 18. Use a standard jumping pit for this experience.	
Use the same number of strides each time you approach the takeoff mark. Practice run throughs to discover our starting point.	Consistency in the running approach is important to successful long jumping. Learners should establish a standard starting distance from the takeoff mark. Use "run throughs" to practice the approach run. A run through is when the learner runs through the takeoff mark without jumping. When learners can make four out of five run throughs with the takeoff foot landing on the desired takeoff point, the learners are ready to add the jump.	Does the learner consistently use the same number of steps for the approach run?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	A starting point can also be discovered by reversing the practice run. Start with the takoff foot on the takeoff point mark and run toward the desired starting area. Mark a point where the foot lands near the desired starting point. This should be the spot where the learners can begin practicing the run. It is usually necessary for the learners to adjust their starting mark regularly. However, continue providing feedback to assist them in establishing their starting mark as quickly as possible.	
Establish your own approach speed in performing the running long jump. Practice the running long jump until you can execute two out of three correct/legal jumps.	Running long jumpers do not always use the same speed as they would in a sprint. The learners will need to experiment with their approach speed to determine their most efficient speed. In this experience, the learners are practicing the jump in its real form. Continue to monitor the learners. If they demonstrate a lack of control have them return to an earlier learning experience for more needed practice. Use the same activity ideas for the running jump as suggested for the standing long jump.	Does the learner demonstrate the ability to execute two of three three legal jumps?
6.5A Can the learner (shot) "put" an object from the front of the ring - "power position"?	Use a softballs for the learners to practice. The learners can practice in pairs and put it back and forth to each other. This experience will be described for a right handed learner (PEH 312).	
Stand with the left side of the body next to and facing the scratch line. Hold the softball next to the neck.	The learners are going to practice the release phase first. The ball should be supported by the base of the fingers with the thumb and little finger used to guide the ball. The ball should not fit flat in the hand. There should be space between the palm and the ball. Place the ball underneath the ear next to or just slightly under the jaw.	Does the learner demonstrate correct power position action (Note: Most critical part of learning the shot put. Do not move on without mastering this movement)?

From the front of the ring put the ball with a slow shifting of the body.	Start with the weight on the right foot and crouch slightly. The left leg is basically straight and is used for balance by touching the ring with the toes. The body is rotated at a 180 degree angle as the right shoulder thrusts forward and the arms extend outward. The body weight remains on the right foot.	
Increase the speed of the put action.	However, the right side of the body is now facing the front of the ring. The learners should start off with a slow put action. As control is demonstrated, the learners can gradually increase speed.	
6.5B Can the learner execute the shot put pattern across the ring (PEH 312)?	Continue to use the softball. The learners should practice these phases slowly. Gradually increase speed as they demonstrate control. Do not be concerned about distance but rather the form of the put.	
Take one skip step into the bounce position... ...without the ball. ...with the ball.	The learners are toward the back of the ring. The body is basically facing the back of the ring with the weight on the right foot while the body is crouched. The left leg is bent and used for balance and thrust. The learner takes one skip step toward the front of the ring (back of the body leads this action) and shifts/rotates the body to the power position. Continue practicing until the movement can be made smoothly.	Does the learner demonstrate a skip step action from the back of the ring into the power position? Does the learner start with the body facing the back of the ring?
Gradually increase your speed until you can go strong across the ring under control.	Gradually increase their speed across the ring until the learners are generating maximum speed and power to obtain the best distance.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
The put should be made at about a 45 degree angle to get the most distance.	The learners should start concentrating on the angle of the put when body control is obtained. It may be necessary to return to the "power position" experience to focus on the angle of the put.	Does the learner put the ball at a 45 degree angle?
How far can you put the ball in two out of three trials?	Learners can begin testing their put by competing against themselves and others. Record the best put out of three legal trials. Use this score to compare during further track and field activities to demonstrate improvement.	
6.6 Can the learner throw a softball for distance?	Learners should have already mastered the overhand throwing pattern. The purpose of this objective is to provide an event that allows for maximum effort, and one that is enjoyable and self-testing.	
Run towards the the throwing line and throw the ball without crossing the line. Get as close to the throwing line as possible.	The learners can take 10 to 12 running steps toward the throwing line, but not crossing the line. Start off using medium speed and throwing force. Increase the speed and force as learners demonstrate control. The learners need to be able to get as close to the throwing line as possible without crossing it.	Does the learner use a running approach correctly to maximize throwing distance? Does the learner in two out of three trials, avoid crossing the throwing line?
Use medium speed and force. Gradually increase your running speed and force.	Learners can test their throwing ability by the distance they can throw the ball. They can compete against themselves at first and then against each other. Record the best legal throw.	
6.7A Can the learner pass the baton correctly?	Simple baton passing should be taught. Learners can practice in pairs on straight away runs (PEH 310).	

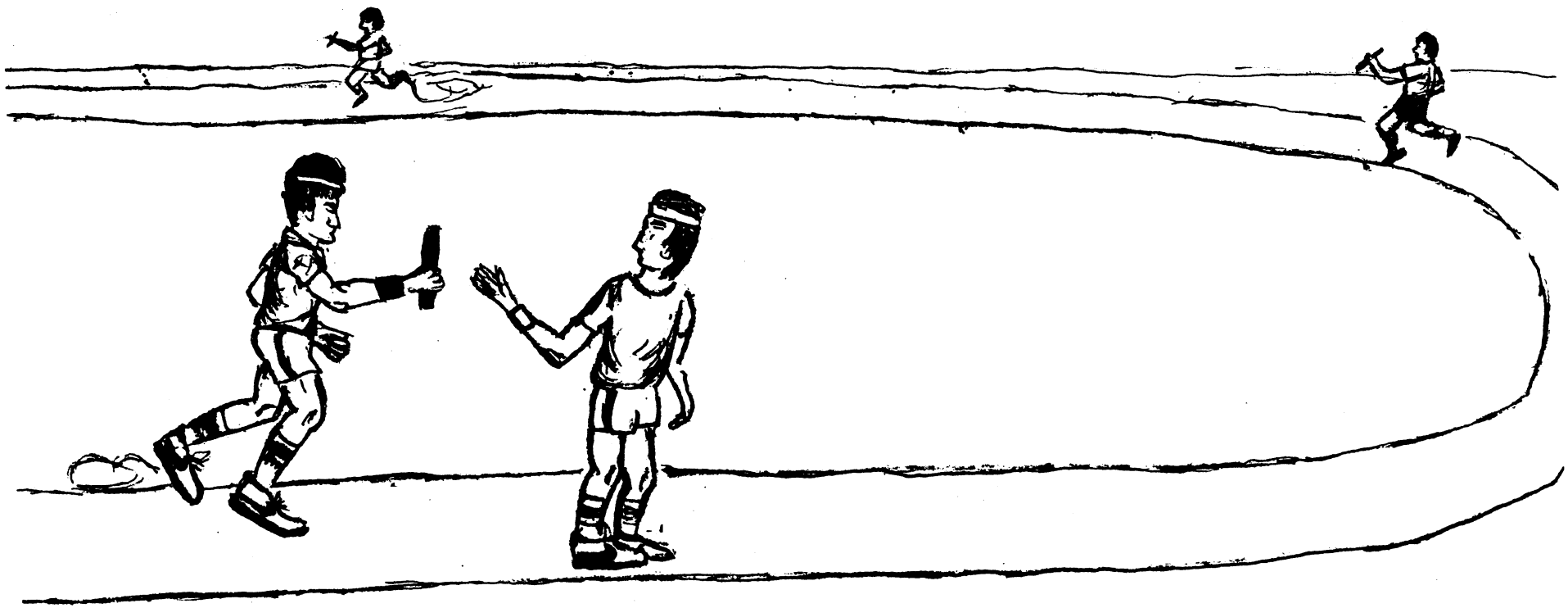
En Route Learnings	Teach To The Objective	Monitor Learner Progress
Carry the baton in the left hand when running.	The baton is carried in the left hand. The learner should maintain a normal arm swing until the baton is to be passed. Learners who run with baton extended will decrease their speed.	Does the learner carry the baton in the left hand while running?
6.7B Can the learner receive the baton correctly?	The learners need to practice baton exchange until they can pass the baton at nearly full speed.	
Start the run so you are running at or near full speed when the exchange is made.	The learners need to establish a mark behind them. When the baton runner crosses the mark the lead runner takes off at full speed. The time is such, that the runner with the baton reaches the lead runner as they reach full speed.	Does the learner take off so that maximum running speed is obtained when the exchange is made?
Extend right hand back and look as the baton is placed into your hand.	The lead runner takes off using a sprinter start. After three to four arms swings, extend the right arm back to receive the baton. Learners may choose to look at the exchange or look ahead. The learners should switch the baton from the right hand to the left as soon as they receive the baton.	Does the learner watch the baton being placed in the right hand?
Keep the right hand still during the exchange.		Does the learner keep the right hand still for the exchange?
6.7C Can the learner make the exchange zone?	Mark off an exchange some 30 feet long. The baton must be handed off within this zone.	
Yell "go" when you cross the go mark.		

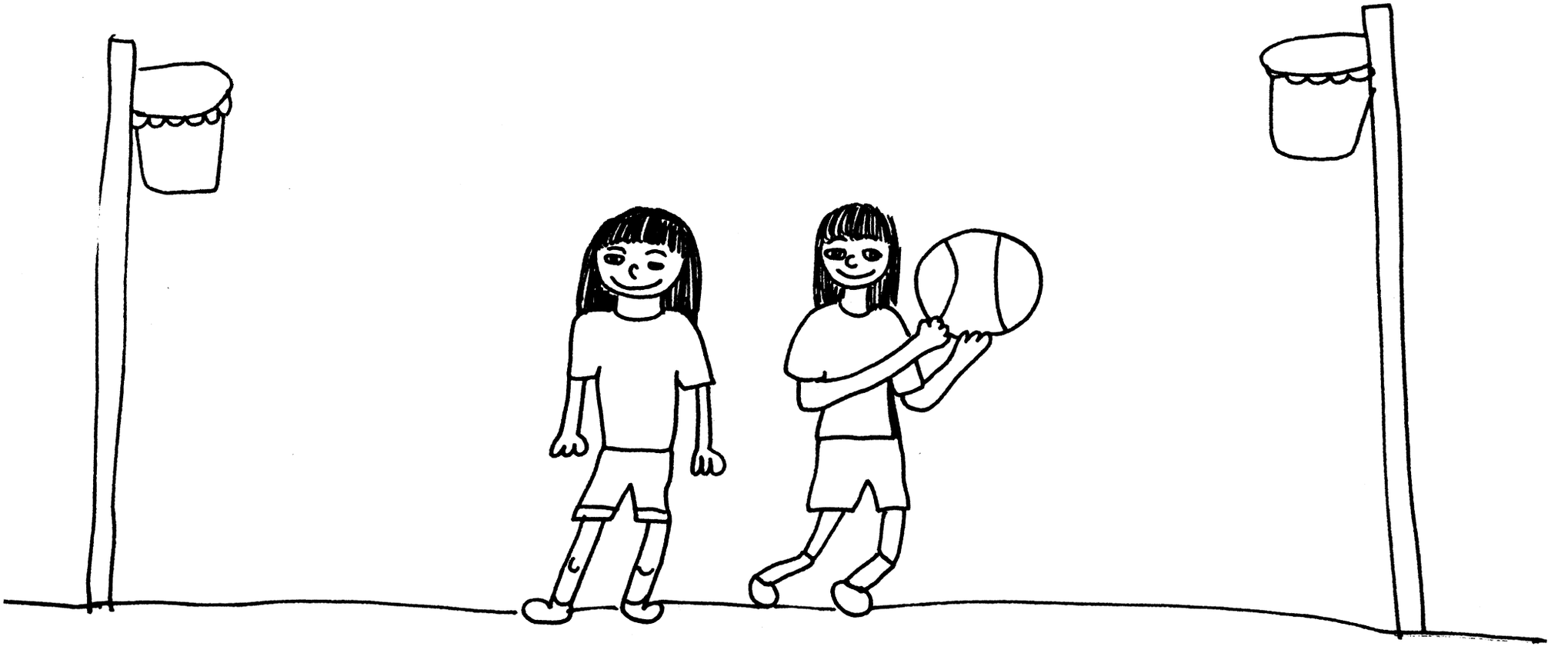
En Route Learnings	Teach To The Objective	Monitor Learner Progress
Start at the back of the exchange zone. When the baton runner crosses the "go" mark, take off in a full sprint.	The learners should establish a "go" mark behind the back exchange zone line. This is basically done by some trial and error. The lead runner takes off when the baton carrier crosses the go mark. The baton carrier may even yell to tell the lead runner when to start. The exchange should be made without the baton runner running up on the lead runner. The actual exchange should be made in the last half of the exchange zone.	Do the learners work together to make the exchange within the the exchange zone? Does the baton runner yell "go" to the lead runner at the correct time? Does the lead runner start at the back of the exchange zone?
	The runners can test themselves by pairing up and running a 100 yard relay - each learner runs 50 yards. The middle of the exchange zone is the 50 yard mark.	Do the learners establish a correct "go" mark?
6.8 Can the learner select the running event that he or she can perform the best?	Learners need to assess their own abilities. Provide opportunities for them to test their running abilities in sprints, distance running and hurdling. The learners should be expected to select at least one to perform in a track and field activity. Consideration should also be given to events that the learners are interested in but may not be their best event.	Note: Continue to monitor the learner's progress. Use the monitoring information provided with the specific objectives.
Select at least one running event that you want to perform in the track and field activity.	Provide testing opportunities in a variety of events sprints for example: 50 yard dash, 100 yard dash, 220 yard dash/run, 440 yard dash/run and 60 or 75 yard low hurdles.	
Select at least one jumping event.	For example: standing long jump and running long jump.	
Select at least one throwing event.	For example: Shot put and softball throw for distance.	

Use a track and field meet to culminate the track and field unit.

Consideration:

1. School wide event - all sixth graders.
2. Individual sixth grade classes.
3. Girls meet.
4. Boys meet.
5. Maintain school records for learner motivation.
6. All learners should participate in at least one running, jumping, and throwing event.
7. All learners should receive an award.
8. Competition can be individual or teams. Teams could be co-ed or non co-ed.
9. Incorporate into an Olympics unit with classroom teacher.





Leigh Taylor, 4th Grade
LaFrance Elementary
Anderson District 4

Grade/Level: Sixth

Concept/Activity: Striking - Paddle/Racket Skills

Objectives: The learner should be able to:

G.6.1. Use a racket/paddle and a small ball to hit in a bounce-strike-bounce pattern while working in a two-on-two competitive setting and using basic strategy (up and back, side-by-side) both against a wall and over a three feet high rope/net.

G.6.2. Work in a two-on-two setting, using a racket/paddle and a birdie or "all" ball to keep the object in play in the air over a five feet rope/net.

EQUIPMENT: Short handled racket or paddle, tennis size high density foam or "all" ball, and a birdie on other lightweight object to hit into the air for each learner. Net/rope for each set of partners, wall and indoor or hard surface outdoor area.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
6.1 Can the learner maintain competitive play in a two-on-two game using a bounce-strike-bounce pattern? Use a racket/paddle to keep a small ball going in a bounce-strike-bounce pattern against the wall. Work with a partner in an up and back setting to hit against the wall. Work with a partner in a side-by-side setting to hit against the wall.	Points of basic strategy (up and back, side-by-side, returning to home, hit where opponent isn't) must be taught through Explanation, Questioning, Activity and Responding to the learner. Court and ball size should be adjusted to fit the skill level of each group of participants. Provide partners with equipment and space. Allow them to design a "game" which requires them to hit alternately in a bounce-strike-bounce pattern against a wall (then over a low net/rope). They will need to determine boundaries, rules of serving, lines, and scoring. Choose some of these games to be presented to, and tried by, the whole class. Teacher may design or adapt games like "One Out Wall Ball" to encourage practice. (Rectangular court laid out against a wall) The size of court is adaptable but a range of ten feet wide and twelve feet deep is suitable for five players. One Out Wall Ball - Four players line up behind end line, one player waits out of bounds, and first player starts play be dropping the ball and serving. Ball must continue in a ground-wall-ground sequence within the boundaries. Four players must hit in turn and a fault occurs if ball bounces twice, goes out of bounds, or if the player impedes the hit of another player. The player responsible for the fault leaves the game and "out player"	Does the learner demonstrate side-by-side and up and back strategy in two-on-two setting both against a wall and over a net? Does the learner strike the ball accurately in two out of three trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Play a bounce-strike-bounce competitive game in a two-on-two setting against a wall. Play a bounce-strike-bounce competitive game in two-on-two setting over a three feet net?	enters game in fourth position. No score is kept, the object is to get to position one and stay there. Drill/games should be played which require partners to work in both side-by-side and up and back positions.	
6.2 **Can the learner demonstrate skills needed in games involving aerial play?** Practice continuous and contolled striking of a ball/birdie into the air. Work with a partner to return a tossed ball/birdie by striking it before it touches the ground.	Beginning practice, and/or practice for those who have difficulty hitting an object in the air, may be done with a small and lightweight fuzz/yarn ball which move slower than a birdie. A lightweight bean bag may be helpful for those learners who have difficulty "serving" a birdie/ball. Learners may start close to a wall striking and keeping the ball going without a bounce. Gradually move back as strength and skill improves. Partners work together against a wall to keep the ball in the air. "Keep it Up" may be adjusted for larger or smaller numbers three to six players in a circle. One player hits the birdie/ball into the air and the second players steps in to hit it up again. Play continues in turn, if a player misses, that player starts play again. Partners working across a net/rope from each other attempt to keep a ball/birdie in the air for a set number of volleys. Four learners hit the ball/birdie back and forth over a rope/net. Challenge learners to pass the ball to each player in turn.	Does the learner strike a ball birdie and keep it in the air in a cooperative two-on-two setting for ten to fifteen seconds?